

HIGH-QUALITY LESSON PLANNING

BY JANE E. POLLOCK, SUSAN HENSLEY, AND LAURA TOLONE

5 STEPS FOR EVERY LESSON

9 STRATEGIES FOR LEARNING

12 THINKING SKILLS

WHY SHOULD TEACHERS PLAN LESSONS?

Learning should not be left to chance. Planning daily lessons helps teachers prepare to deliver curriculum content. When lesson planning, teachers efficiently organize print and digital resources to design activities for students; planned lessons help manage time in the classroom. Every teacher can plan daily lessons within a unit of study for traditional or flipped learning, on-campus or off-campus locations, and small- or whole-group instruction.

With a high-quality daily lesson plan, the teacher intends to engage every student in the learning process. Teachers plan how students will interact with and use the intended knowledge and skills, and by adopting a student-centered routine, teachers manage differentiation strategically. Most importantly, teachers plan lessons to teach students to use the high-yield strategies shown by research to help people retain knowledge and skills, promote meaningful discussions, and facilitate critical and creative thinking (Pollock & Hensley, 2018).

Connections Between Unit Plans and Lesson Plans

Teachers plan units of study that take three to four weeks to complete but should prepare each daily lesson within the unit. The unit plan is an overview; the lesson plan occurs daily. When planning, consider these distinctions:

	UNIT PLAN	LESSON PLAN
Pacing	3-9 weeks of lessons	1 uninterrupted class period/session
Topic	Gives a general overview of topics	Specifies a topic for each class period or session
Goals	Addresses 2-3 overarching or big ideas Shows multiple standards and objectives	Specifies 1-2 goals or objectives based on standards
Resources	Indicates print, digital, and other resources for the unit	Specifies print, digital, and other resources needed for that class period or session
Differentiation	Indicates specialized resources or accommodations for students with special needs	Specifies differentiation for students for that lesson
Assessment	Indicates multiple formative assessment points as well as a summative test, essay, or project	Provides opportunities for formative assessment for students to receive timely feedback and seek individualized instruction

9 Strategies That Improve Learning

These nine learning strategies have been proven to improve achievement (Marzano, Pickering & Pollock, 2001), and teachers use GANAG as a guide to incorporate these strategies into lessons by teaching students how to use them daily and providing time for students to consistently use them.

9 HIGH-YIELD STRATEGIES	AVERAGE EFFECT SIZE	PERCENTILE GAIN
1. Identifying similarities and differences	1.61	+45%
2. Summarizing and note taking	1.00	+34%
3. Reinforcing effort and providing recognition	.80	+29%
4. Homework and practice	.77	+28%
5. Nonlinguistic representations	.75	+27%
6. Cooperative learning	.73	+27%
7. Setting objectives and providing feedback	.61	+23%
8. Generating and testing hypotheses	.61	+23%
9. Questions, cues, and advanced organizers	.59	+22%

Source: Marzano et al., 2001, p.7.

How Should Teachers Plan Lessons?

Recent research on learning proves the need for updating traditional daily lesson planning. GANAG lesson planning deliberately shifts the focus of planning lessons from what the teacher does to what students need to know and do. The five-step schema guides the teacher to intentionally plan for students to use nine high-yield strategies found to have the highest probability for increasing engagement and achievement. GANAG provides a lesson plan and delivery schema that sets the foundation for improving student performance through self-regulation (Pollock, 2007, 2009).

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High-Quality Lesson Planning (Quick Reference Guide)

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